



Mary Ford Elementary

3180 Thomasina
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	365 Students	
Principal	Mary Reynolds	843-745-7131
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Below Average	Average
2010	Below Average	Average
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

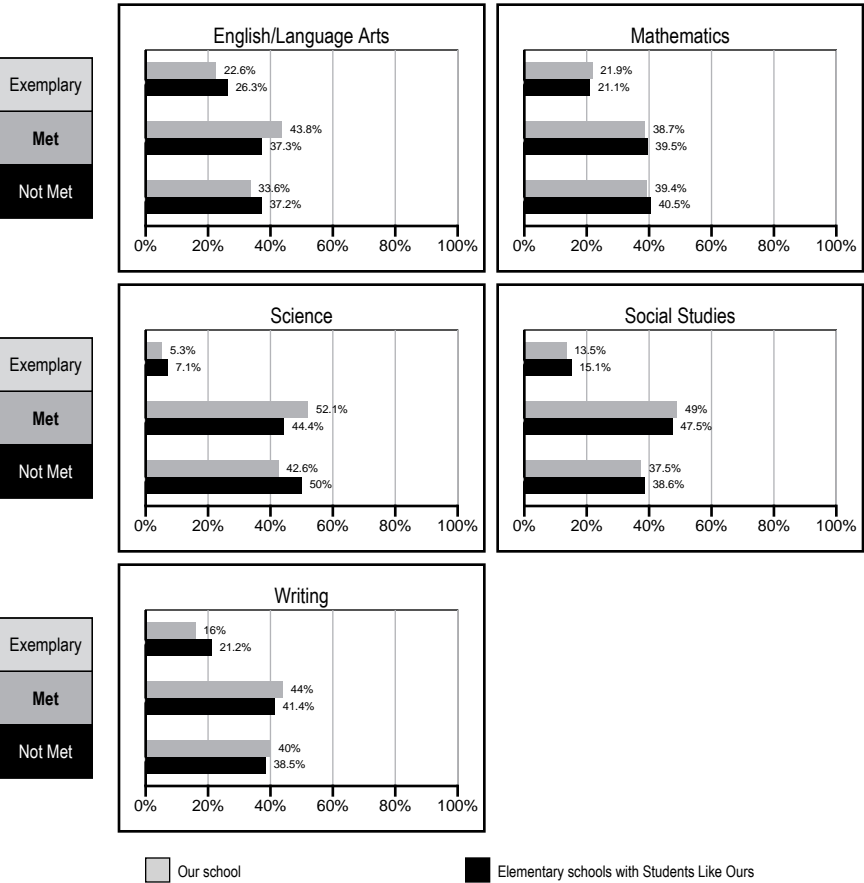
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	6	73	47	18

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=365)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	1.0%	Down from 2.6%	1.2%	1.0%
Attendance rate	96.3%	Up from 95.9%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Up from 41.9%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	84.5%	Up from 78.6%	85.2%	88.7%
Teacher attendance rate	98.1%	Down from 98.6%	95.5%	95.1%
Average teacher salary*	\$44,129	Up 2.5%	\$44,828	\$47,210
Professional development days/teacher	11.8 days	Down from 17.7 days	9.4 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 16.0 to 1	18.0 to 1	20.0 to 1
Prime instructional time	94.2%	Down from 94.4%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,042	Down 0.3%	\$8,355	\$7,247
Percent of expenditures for instruction**	69.3%	Up from 67.2%	65.8%	68.2%
Percent of expenditures for teacher salaries**	67.4%	Up from 62.5%	62.7%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2011-2012 school year has been one of success for Mary Ford Elementary School. The school rolled out of school improvement and has continued to have clearly defined specific educational goals as we continue to move toward academic excellence. It is vital for teachers, students and parents to know and understand each child's level of understanding so that together we can develop a plan to ensure every child meets Adequate Yearly Progress (AYP). By benchmarking student progress and periodically analyzing various data (Dial 3 for child development, Read Well for K-2, and MAP for grades 1-5) administrators, teachers, and students will update goals to reflect the data provided by the assessments. As goals are met, celebrations are held, and new goals are developed and revised. Teachers use the data to drive instructional decisions, so that they may continue to meet the needs of all of our students. Interventions and enrichment activities are provided, implemented, and monitored to ensure the success of each student.

The South Carolina State Standards guide our instructional planning. Because we believe that "high expectations result in exemplary performance", challenging goals are a must for all students, teachers and administrators. Student progress is regularly discussed at weekly grade level meetings with the principal, teachers, and instructional support personnel. Parent conferences are provided as needed.

Communities in Schools coordinated the Links to Success Program that provided parenting classes in financial literacy and other areas of interest identified through a school wide needs assessment. A GED Program was implemented and we are proud to say that six of our parents completed the program. Charleston Promise Neighborhood (CPN) was an active participant at Mary Ford during the year and helped to promote career development and engaging college prep activities for our students.

Early literacy instruction and intervention was a focus for this academic year. Read Well and Voyager are two of the research based reading programs that allowed Mary Ford to provide a solid foundation for early reading success. We continued with our 25 Book Campaign and had 97% of our children read at least 25 books, while 31% read 100 books or more. The school celebrated by having a literacy carnival.

Mary Ford's commitment is to ensure that all children are provided the opportunities to be successful. Our children have great potential, and we are totally committed to helping them reach their goals.

In order to ensure a friendly and inviting school atmosphere, an "Open Door" policy is maintained by our principal. We encourage our parents to volunteer and become active participants in their children's education. We know it is essential that we all work together as we move forward ensuring the success of all of our children at Mary Ford Elementary.

Mary Reynolds, Principal

Jim Frye, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	48	33
Percent satisfied with learning environment	80.0%	78.7%	80.0%
Percent satisfied with social and physical environment	90.0%	78.3%	81.3%
Percent satisfied with school-home relations	48.3%	91.3%	81.3%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	89.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Mary Ford Elementary school has been designated as a:

- ☒ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	638.9	631.3	607.3	616.5	98.7	98.7
Male	631.8	624.3	604.2	616.9	98.7	98.7
Female	645.9	638.3	610.1	616.0	98.7	98.7
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	639.6	631.5	606.6	616.2	98.7	98.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.7	631.0	606.6	616.2	98.7	98.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	56	100	27.3	31.8	40.9	72.7
	4	56	100	44	50	6	56
	5	43	100	37.1	45.7	17.1	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	43	100	21.6	29.7	48.6	78.4
	4	58	98.3	35.8	49.1	15.1	64.2
	5	56	98.2	41.7	47.9	10.4	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	56	100	38.6	36.4	25	61.4
	4	56	100	42	46	12	58
	5	43	100	45.7	42.9	11.4	54.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	43	100	45.9	18.9	35.1	54.1
	4	58	98.3	26.4	52.8	20.8	73.6
	5	56	98.2	50	37.5	12.5	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	28	96.4	50	40	10	50
	4	56	100	72	24	4	28
	5	22	100	N/AV	N/AV	N/AV	55.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	21	100	50	27.8	22.2	50
	4	58	98.3	N/AV	N/AV	N/AV	57.4
	5	27	96.3	39.1	56.5	4.3	60.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	28	100	39.1	43.5	17.4	60.9
	4	55	100	40.8	51	8.2	59.2
	5	21	100	29.4	47.1	23.5	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	22	95.5	55.6	16.7	27.8	44.4
	4	58	98.3	20.4	66.7	13	79.6
	5	29	96.6	62.5	33.3	4.2	37.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	42	100	34.3	45.7	20	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	58	96.6	40	44	16	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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